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ABSTRACT

This book gathers facts about Hispanic families in the United States and describes the Intercultural Development Research Association's distilled experience involving families in their children's educations. Researchers conducted focused interviews with a variety of Hispanic parents, and asked a school administrator and a principal who have significant involvement of Hispanic parents in their schools to share what they have learned and what they think remains to be done. The guide contains three main sections. The first section, "Investigating the Status Quo," provides statistics on Hispanic youth, particularly dropout rates, and introduces the topics of family involvement and successful school programs. The next section, "Knowing Hispanic Families in Your Community," gives a broad introduction to Hispanic families in the United States. Besides supplying demographic information, this section also describes Hispanic families in terms of cultural and religious values, socioeconomic difficulties, and the school-family relationship. The third and last main section, "Defining a Meaningful Program for Hispanic Family Involvement," discusses the theory and practice of a program to involve Hispanic parents in schools and their children's educations, how to assess the readiness of the school for family involvement, and what to consider in initiating, or expanding and strengthening family involvement. Three short supplementory sections provide (1) a discussion of the importance of outreach and language in communications with Hispanic parents; (2) interviews with school administrators about Hispanic family involvement; and (3) comments by Hispanic parents "in their own words." A list of 62 resources for further reading is included. (KS)

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HISPANIC FAMILIES AS VALUED PARTNERS: AN EDUCATOR'S GUIDE

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HISPANIC FAMILIES AS VALUED PARTNERS:
AN EDUCATOR'S GUIDE

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INTERCULTURAL DEVELOPMENT RESEARCH ASSOCIATION

Hispanic Families As Valued Partners: An Educator's Guide
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OVERVIEW

This book gathers together facts about Hispanic families in the United States and IDRA's distilled experience involving families in their children's educations. As part of the research on this subject, we conducted focused interviews with a variety of Hispanic parents. Samples of their thoughts and feelings—about family, education, schools, their pasts, and their children's futures—are quoted on occasional pages to give life and dimension to the analysis. We also asked a school administrator and a principal who have significant involvement of Hispanic parents in their schools to share with their fellow school officials what they've learned, and what they think remains to be done.

What can one expect to find in this book?

- Facts about Hispanic families and students
- Hispanic families in their own words
- Ways to assess a school's readiness for family involvement, and to move toward acceptance and support
- Ideas for involving the families of Hispanic students in their children's educations

Does it have an intended audience?

- School administrators, primarily, but we hope anyone interested will find it informative and helpful.

Is follow-up available?

- A list of resources is provided in Appendix A.
- IDRA can also provide information, training (of school personnel, parents, students, and others), and technical assistance.

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ANALYTICAL SUMMARY

A few brief sentences at the beginning of sections telegraph the key points and connections. A synopsis of these is presented here for the convenience of busy readers, as a kind of X-ray of the line of reasoning developed in this book.

The United States urgently needs to develop the potential of its youth, and the young are increasingly Hispanic—a near echo-boom of that great bulge in the population, the baby boom of 1942 to 1957. But the rapid expansion of this youthful population has not been matched by expansion of opportunity: Hispanics have lost ground in income and employment.

Most alarmingly, dropout rates for Hispanic youth are the worst in the country, and patterns of segregated, unequal, and indifferent education for Hispanic students persist.

Parental involvement is a constant in student achievement. Improving the education of Hispanic students, then, entails parental involvement. The old model—that the culture and families of Hispanic students are deficient—and the old attitudes need to be revolutionized. Deficit-model programs fail anyway! Successful programs *value* all students and their families.

The Hispanic population is diverse. Of 22.4 million people counted by the Bureau of the Census, 14 million are of Mexican origin, 2.5 million Puerto Rican, 3 million Central or South American, 1 million Cuban, and 1.8 million of other Hispanic origin.

This population, poorer in wealth and income than the general U.S. population, has reserves of youth, health, and fortifying values. Highest among these values are faith, family, and friends.

Hispanic students sometimes find themselves in a dilemma of divided loyalties or confusion between the values of school and home. Schools value individualism, assertiveness, and competition, while their parents value the family, respectful silence before elders, and cooperation. Many want to earn money to help their families, and school may seem much less important if they feel unchallenged and unappreciated there. But students can feel a greater sense of school membership and educational engagement if (among other things) the school's expectations are more clearly in solidarity—rather than conflict—with those of their homes.

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What major steps need to be taken for significant Hispanic family involvement in your school?

- **Assess status quo (using, e.g., Survey of Campus Readiness instrument);**
- **Establish a philosophy that values all students and a vision for family involvement;**
- **Form a team for change; involve others; broaden involvement;**
- **Enable "buying into" the new philosophy;**
- **Survey parent needs; and**
- **Develop a framework for family involvement by:**
  - **Determining roles and responsibilities;**
  - **Scheduling training and other responses to staff needs for knowledge, skills, materials, etc.;**
  - **Recruiting families;**
  - **Reviewing expectations;**
  - **Responding to family needs;**
  - **Cultivating and sustaining family involvement;**
  - **Moving toward shared responsibilities;**
  - **Evaluating results; and**
  - **Planning for progress and renewal.**

FOREWORD

In 1964 Robert J. Havighurst, one of the United States' foremost social scientists stated, "There is substantial doubt that the socially disadvantaged children in our big cities have any positive qualities of potential value in urban society..."

When perceived so negatively, it is not surprising that minority and disadvantaged children have performed so poorly in American schools.

A deficit perception of minority and disadvantaged children leads to low levels of expectancy, an equally low level of school performance, and a lack of school accountability in that the victims are consistently blamed for the poor performance.

Early advocacy efforts of Intercultural Development Research Association (IDRA) focused on changing this negative perception of atypical children, their families, and their communities. A second phase of IDRA activity was to define the characteristics of minority children and their families. A third phase of IDRA advocacy efforts produced this publication.

This third phase consists of capitalizing on the many positive attributes of minority families in order to form a partnership among the school, the home, and the community. This partnership forms the basis for the improved educational performance of the child.

This publication can be very helpful in bringing about exemplary school performance by minority children. It is based on the principle that minority families may be culturally different, but the population is not culturally deprived. On the contrary, cultural characteristics of Hispanics and other minorities with strong nuclear families, the supportive structure of the extended family, and the strong sense of responsibility between the individual and the family can provide much stronger support for successful school performance than is typically found in mainstream groups.

The past thirty years have taught us that there can be no doubt that minority and disadvantaged children in our big cities have many positive qualities of extreme value in urban society. It is the responsibility of the school to find these positive qualities and capitalize on them as avenues for improved educational opportunity. Improved educational opportunity for minority groups will inevitably lead to an improved school performance.

Dr. Jose A. Cardenas
Director Emeritus, IDRA
January 1993

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Dedicated to José A. Cárdenas, founder and executive director of the Intercultural Development Research Association from 1973 to 1992, friend and champion to the young, unshakable defender of every child's right to a quality education.

Tutor et ultor

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SPECIAL THANKS

This publication reflects the commitment and vision of many people. Gilbert Quesada and Sylvia Glass are stellar examples of administrators who value parents and prove it through their actions. Several administrators facilitated the interviews; special thanks to Ira Golberg, principal of I.S. 115, Community School District 10 in the Bronx, New York, and Laura Yzaguirre, principal of the Enrichment Center, Southwest ISD in San Antonio, Texas. Cynthia Ruiz McKee transcribed the interviews.

José M. Barrera, Jr. captured the essence and diversity of Hispanic families through his camera. All of the photographs in this publication are his work and vision. Special thanks go to the families who spoke from their hearts and provided key insights. Elton Smith designed and executed the attendant artwork.

In terms of the IDRA family, special thanks go to Karla A. Fisher, Sarah H. Aleman, and Janie Daywood for this publication's production.

Finally, very special thanks go to the Anheuser-Busch Corporation for the concern and financial contribution that made this publication possible.

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INVESTIGATING THE STATUS QUO

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Investigating the Status Quo

The needs of Hispanic students are urgent, and meeting them is vital to the nation's future. The United States urgently needs to develop the potential of its youth, and the young are increasingly Hispanic—a near echo-boom of that great bulge in the population, the baby boom of 1942-1957. But the rapid expansion of this youthful population has not been matched by expansion of opportunity: Hispanics have lost ground in income and employment. ▲ Most alarmingly, dropout rates for Hispanic youth are the worst in the country, and patterns of segregated, unequal, and indifferent education for Hispanic students persist.

1

Education is the most urgent priority in preparing for the future. A quality education can secure the future—the future of today's students, and our shared future. Today, the critical but narrowing advantage held by the United States in world economic competition is an educated and skilled labor force. But over the next twenty years, our country will experience a shortage of 25 million skilled workers (Committee on Economic Development, 1987).

Within the same period, Hispanics will reach majority among the minorities of the United States (U.S. Bureau of the Census, 1990). This is a mostly young population with a high birth rate and high hopes for its children, hopes many believe can be realized through education.

Impelled by these hopes, many young Hispanics went further in school the past fifteen years. The percentage completing high school rose from 32 percent in 1978 to 51 percent in 1991 (U.S. Bureau of the Census, 1991a, 1988b). The percentage of college graduates doubled (U.S. Bureau of the Census, 1988b). But a far more powerful tide swamps this modest move forward, sweeping Hispanic youth backward into non-achievement tracks, dead-end "vocational preparation," and at earlier and earlier grades, out the doors of their schools (Valencia, 1991).

Can we afford this disaster? Dropouts pay a penalty in lifetime income for not graduating from high school—$212,000 to $260,000 for a man and $142,000 to $170,000 for a woman (Ramirez and Robledo, 1987; Robledo et al., 1986; Rumberger, 1990).[1] The social cost is even higher—foregone national income and tax revenues, impaired health, increased dependency on

[1] Some reports suggest that the employment premium for high school graduation is non-existent or small for Hispanics, although it may be as much as 30 percent for Whites (Berlin and Sum, 1988). Young Hispanics themselves may believe this because *initially* both high school graduates and dropouts tend to concentrate in similarly low-paying employment. Nevertheless, the income gap widens over time, with dropouts tending to lose ground (Markey, 1988).

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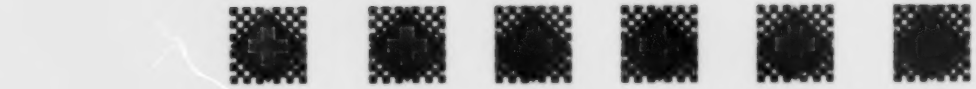

Dropout rates for Hispanic youth are the worst in the country, by any measure.[2] In the fall of 1989, 33 percent of Hispanic youth between 16 and 24, compared to 14 percent of African American and 12 percent of White youth the same ages, had not completed high school and were not enrolled in school.

The annual dropout rate in the United States has fallen the past several years, but not for Hispanic students.

In some cities, the annual dropout rate is as high as 50 percent (*Facing the Facts*, 1989).

Historically—and still—Hispanic students have been isolated from their fellow students—beginning in the last century in separate schools, and today in effectively resegregated schools serving poor neighborhoods or "tracked" within the school into remedial, compensatory, or other aimless paths anticipating little achievement and receiving indifferent, unsustained efforts from schools (Cárdenas, 1975; Donato et al., 1991; Wells, 1989).

[2] Two definitions are used: *status* dropouts are young people between 16 and 24 who have not graduated from high school and are not enrolled in school; and *event* dropouts are young people of school age who are not enrolled in school in a given year and are not high-school graduates. These two definitions are convenient, but less than enlightening, since they give no history. History is usually uncovered by following a specific group or *cohort* (for example, high-school sophomores) over time (a *longitudinal* study). The first longitudinal cohort study took a large sample of high-school sophomores in 1980. This study missed many Hispanics who are more likely to drop out by the ninth grade than White or African American students. A new longitudinal cohort study was begun in 1988 for a large national sample of eighth-graders; the results have not yet been reported (Frase, 1989; Kaufman and Frase, 1990).

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public assistance and demand for social services (Cárdenas et al., 1988). Each year's group of dropouts costs the country $200 to $240 billion in lost income and taxes (Catterall, 1987; CED, 1987).

In the very near future, the number of Hispanic students will more than triple; most of the growth in the youthful population between 1982 and 2020 will be Hispanic (Valencia, 1991). This is the group that will have to help support that great bulge in the population—the baby boom, as shown at right. Among non-Hispanics, dwindling birth rates since the baby-boom years have narrowed the ranks of younger people, but the elderly remain numerous in all age groups over 65. Among Hispanics, there are few elderly and a near-echo boom of children. As in other periods of this country's history when diverse populations have come together, prosperity and order depend on expanding opportunity for the incoming population to move upward without displacement downward of people who have secured some economic status. Attention to equity for the young Hispanic population, then, is important to our shared future.

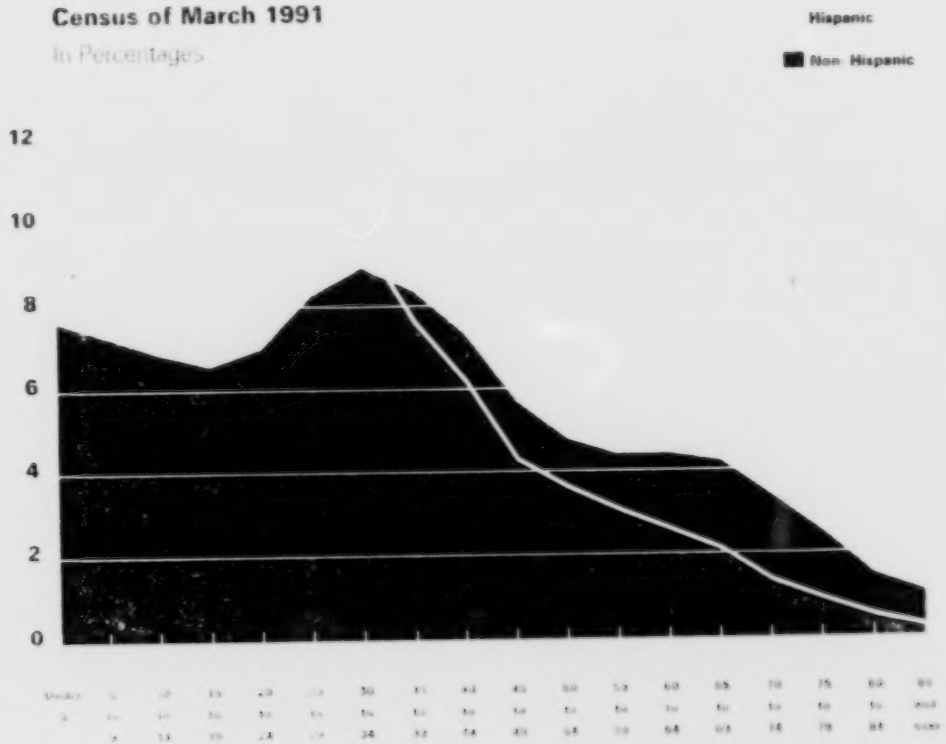
Economic consequences dominate the attention now being directed to the nation's schools, educational policies and practices, and student populations. The present and future costs of

inadequate educations need to be considered, but other concerns are equally important and related. These have to do with values.

We expect to see innovation from today's young one day, as well as contributions to knowledge and culture, participation in the government and community, and betterment of their own lives and those of others. Yet, many of the young are being denied what they need to fulfill those expectations, what their families desire for them, and what society values highly—a good education.

More needs to be done, and soon.

Hispanic and Non-Hispanic Population by Age
Census of March 1991
In Percentages



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Nations are formed and are kept alive by the fact that they have a plan for tomorrow.

— José Ortega y Gasset

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How does this imply the involvement of Hispanic families in their children's educations? ▲ Parental involvement is a constant in student achievement. Improving the education of Hispanic students, then, entails parental involvement.

One constant element in student achievement is parental involvement. Research and analysis of the past 15 years conclusively demonstrate that when parents are involved in their children's educations, children do better in school, and the schools do better, too (Henderson, 1987, 1988). In contrast to Hispanic students who leave school, those who stay, according to one observer, "receive a qualitatively richer social, emotional, and familial support from their parents to help them deal with school rules and conflicts" (Delgado-Gaitan, 1988).[1]

Parents (together with immediate and extended family members, caregivers, and others who have a special relationship of trust with the Hispanic children in your school) are a powerful resource that can be rallied to the cause of bettering these children's educations. Families may, in fact, be the readiest resource for hard-pressed schools.

Parents care about their children's education, more than school personnel sometimes realize. In fact, obstacles and misunderstandings between home and school are more frequent than not for Hispanic families, and the repercussions of clashing values beget more obstacles and misunderstandings (Cardenas, 1977). In the home, for example, students learn respect and silence in the presence of elders, but this frustrates teachers who want lively participation in class (Suarez-Orozco, 1989; Delgado-Gaitan, 1990). Hispanic parents, particularly recent immigrants, may feel "the school knows best"; the school, on the other hand, expects parents to take the initiative in many matters, and judges the lack of it as "not caring." And so on.

Owing to these obstacles and misunderstandings, Hispanic families are more likely to be involved in their children's educations when schools have strong programs to encourage their participation (Dauber and Epstein, 1989). Besides improving student outcomes, other benefits may return to the school: involved family and community members can become a nucleus building support for the school and its efforts (see, for example, "Words from School Administrators").

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[1] The considerable contribution actively involved parents make to their children's achievement should not be taken to imply that children without parents (or other involved family members) cannot learn. They may benefit from a mentor or other support.

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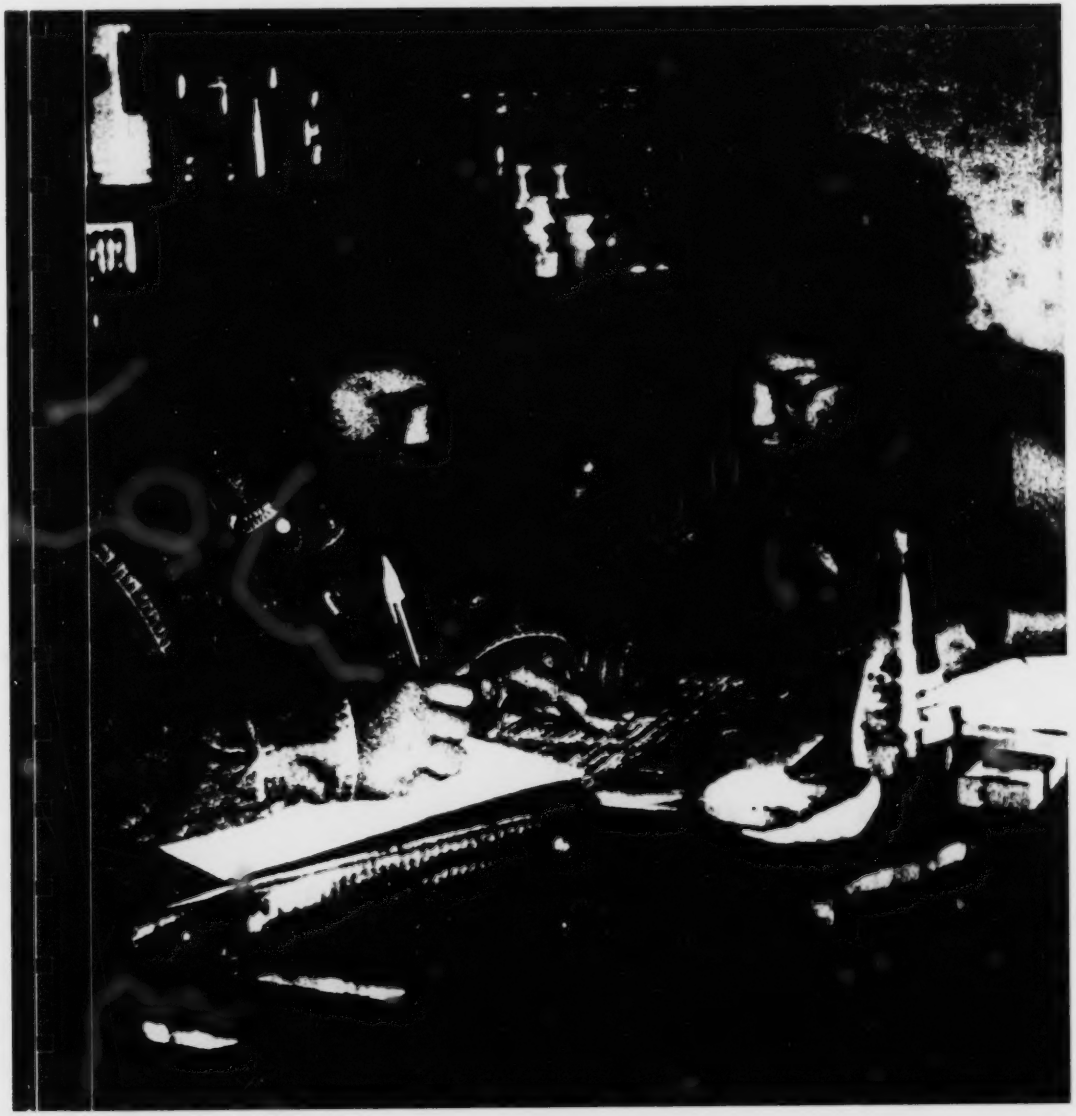
We have suffered enough, and we don't want to see our children suffer. Without school, they will suffer. They need school. They need an education.

– Hispanic Parent



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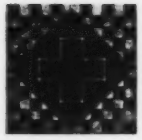

What works and what doesn't in the education of Hispanic students? ▲ The old model—that the culture and families of Hispanic students are deficient—and the old attitudes need to be revolutionized. Deficit-model programs fail anyway! Successful programs *value* all students and their families.

In the past (and these attitudes often still prevail), the strong correlation of a family's socioeconomic status and its children's academic performance was assumed to indicate a causal direction. The problem was poverty itself, for example. Or something, perhaps many things, were assumed to be "wrong" with families of little material wealth or with Hispanic culture itself that schools could only attempt to remedy.

But assuming that poverty and the students' home lives and culture are at fault also implies that there is little schools can do, and in schools where these opinions prevail, little is attempted. An anthropologist studying two large inner-city high schools saw that Hispanic students were consistently assigned to low-level classes, irrespective of ability or motivation, that they were assumed not to want to pursue higher education (nor did the schools consider themselves "academic"), and that English as a Second Language constituted "an inner ghetto" within the school, having too many students, unreliable aides, few materials, and weak teachers (Suarez-Orozco, 1989). Other researchers have found these attitudes and practices to be pervasive (Donato et al., 1991; Oaks, 1985, 1986; Orfield, G., 1988; Reyes and Pena-Barrero, L., 1990; Teddlie et al., 1989; Wehlage and Rutter, 1986; Wehlage, 1987; Wells, 1989).

Another mistaken assumption is the more fundamental one that Hispanic families "don't care" about the education of their children, that in fact, their strong family ties bind and paralyze children in a web of counterproductive values (Carter and Segura, 1979), and neglect those "conducive to mobility, achievement, independence, and deferred gratification" (Heller, 1966).

These assumptions make up what is now known as the "deficit model." As one researcher observes, the deficit model "held high currency for many decades....In recent years, however, there have been gusts of air blowing fresh, invigorating scholarship into the study of the schooling problems of [Hispanic] and other...minority students" (Valencia, 1991).

Many of these gusts of change blow the deficit model upside down. The anthropologist mentioned in a preceding paragraph, for example, found that some of the students he was observing were able to circumvent the schools' response to them, do well in school, and go on to college "*for the very reason* that their dreams and deeds were embedded in a sociocultural matrix of family and community coop-

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eration, affiliation, and mutual nurturance" (Suárez-Orozco, 1989, emphasis added).

Other researchers have concluded that the critical factor in school success is not the socioeconomic status of the family, but rather, *school response to family background* (Edmonds, 1984). "We now know," this researcher concludes, "that we can, whenever and wherever we choose, successfully teach all children whose schooling is of interest to us" (Edmonds, 1979). The key to successful programs is to communicate that interest and act on it.

So, how to go about it? First, it is essential to know the Hispanic families in your community. The next section gives a general introduction to Hispanics in the United States (as with any general information, it is only a starting point for understanding). Then, because of the prevalence of the deficit model and its variants, you will need to know the readiness of your campus to adopt a new philosophy of valuing *all* students and their families. The section, "Defining a Meaningful Program" gives a brief explanation of the valuing model, offers some examples of survey instruments and ways to prepare your campus, and lists some of the critical elements of family involvement. As with many urgent needs, you may be tempted to act quickly, to move to programmatic solutions. But greater benefit will ultimately return from early investments in dialogue: from talking to a variety of people in your school, parents, students, and others, and from observing, listening, and reflecting on what's working in your school and what isn't. Some suggestions about communication and the views of school administrators make up the last two sections, and an appendix lists resources.

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KNOWING HISPANIC FAMILIES IN YOUR COMMUNITY

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Knowing Hispanic Families in Your Community

The Hispanic population is diverse. Of 22.4 million people counted by the Bureau of the Census, 14 million are of Mexican origin, 2.5 million Puerto Rican, 3 million Central or South American, 1 million Cuban, and 1.8 million of other Hispanic origin. This population, poorer in wealth and income than the general U.S. population, has reserves of youth, health, and fortifying values. Highest among these values are faith, family, and friends.

The general information given here is intended to provide a broad introduction to Hispanic families, and encourage you to get to know those of your community. So broad a summary cannot provide the specific information and deeper understanding needed to develop a program for your school, nor do justice to the diversity and uniqueness of individual students and their families.

NUMBERS, IDENTITY, RESIDENCE

The 1980 census recorded 22,354,059 Hispanics in the United States. What does "Hispanic" mean, exactly? "Hispanic" has no exact meaning, but rather, embraces a variety of cultures, places of origin, and identities.* The variety is considerable: differences between Hispanic groups are often greater than between Hispanics and the rest of the U.S. population. The Bureau of the Census understands the term to refer to people in the United States who identify themselves as being of Mexican origin, Mexican-American, Chicano, Puerto Rican, Cuban, Central American or South American, Spanish, or "other Spanish." Many prefer the term "Latino," and young people of Mexican origin or heritage born in the United States tend to identify themselves as "Chicano." The estimated numbers and percentages are:

Mexican origin	14 (mil.)	63(%)
Puerto Rican	2.5	11
Cuban	1	5
Central and South American	3	14
Other Hispanic origin	1.8	8

The subgroup of "Mexican origin" is the largest, youngest, and fastest-growing part of the Hispanic population. Among those identifying themselves as being Mexican-American, Chicano, of Mexican or other Hispanic origin are families that represent two, three, or as many as ten generations in this country. Aware of a long history, Mexican resident in the U.S. and even some recent immigrants do not regard themselves as foreigners, but regard the Southwest as a homeland (Klor de Alva, 1981).

The island of Puerto Rico has been part of the United States since 1898, but a less than equal part, being differentially included and excluded from federal legislation and programs directed to the states. Puerto Ricans often travel back and forth from the island to the Eastern U.S. for economic reasons, but many remain poor. Puerto Ricans have the lowest median income among Latinos (the general term Puerto Ricans prefer) and the highest unemployment.

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* It is not the preferred term of all the people it covers, although it may be the most inclusive, and other terms are more vexed. There would not, perhaps, be so much disagreement over terms of identity if none had ever been used to discriminate or exclude, if there were no history of racial or ethnic slurs.

Many Cubans came to the United States in the 1950s with the change of government to Fidel Castro. They were allowed to bring some material wealth, and were granted the status of political refugees, one that expedites citizenship and assures a measure of public assistance. Most were from professional, managerial, and ownership classes who had skills and education. The characteristics of this population as a whole have not been affected by recent additions: Cubans have been and remain the most affluent Hispanic group in the United States. The population is somewhat smaller than it was ten years ago, and older: the median age is 39 years—eight years older than the median for the non-Hispanic population.

Central and South Americans in the United States increased by 67 percent between 1982 and 1989, impelled by political and economic turmoil.

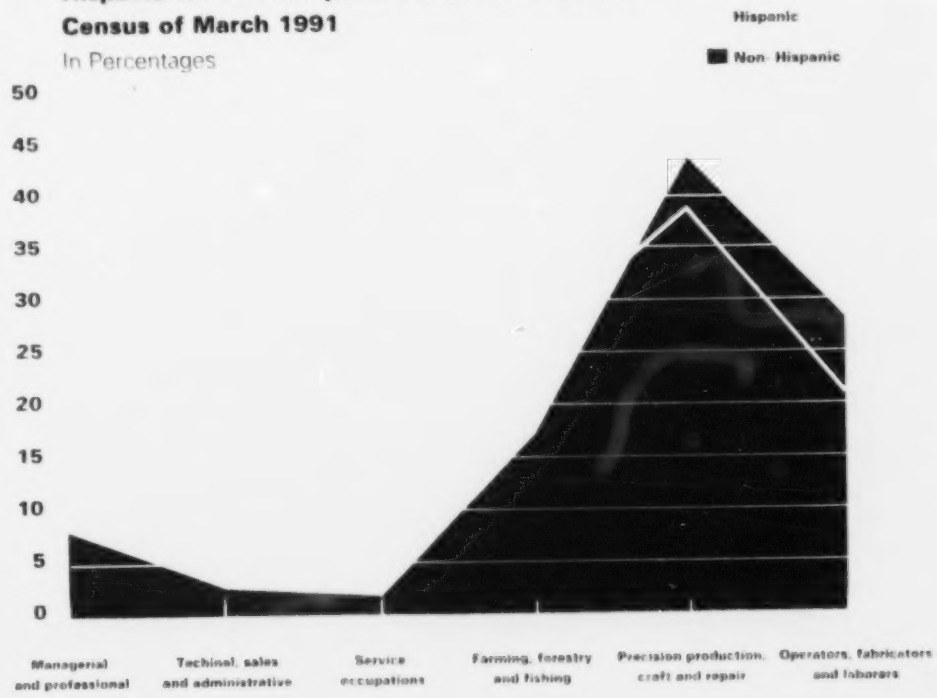
The Hispanic population is more concentrated than the general population, with 87 percent living in the 10 states with the highest Hispanic populations. Two states hold the majority: California, with close to 8 million, and Texas, with more than 4 million. The other eight states, in order of greatest Hispanic population, are New York, Florida, Illinois, New Jersey, Arizona, New Mexico, Colorado, and Massachusetts. Nevada also has a higher percentage of Hispanics than the national average of 9 percent (U.S. Bureau of the Census, 1991).

Most Hispanics in the United States—92 percent—live in urban areas.

AGE, EMPLOYMENT

The Hispanic population is mostly young: the median age for all Hispanics is 26 (eight years younger than the non-Hispanic population), and nearly a third are under 15 years old (compared to 22 percent for non-Hispanics). Only 11 percent are over 55 years old (compared to 22 percent for the non-Hispanic population). The Cuban subgroup is the oldest, with a median age of 39, and the Mexican subgroup the youngest, with a mean age of 24. Puerto Ricans and Central and South Americans have a mean age of 27 to 28, and other Hispanics 31 (U.S. Bureau of the Census, 1991a).

Hispanic and Non-Hispanic Female Occupation
Census of March 1991
In Percentages



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Unemployment is higher among Hispanics than non-Hispanics (10 percent, compared to 7 percent), and the occupations of employed Hispanics tend to concentrate in lower-paying work: for Hispanic men, as operators, fabricators, or laborers: 29 percent, compared to 19 percent of non-Hispanic men in these jobs; and for Hispanic women, service occupations: 26 percent, compared to 17 percent of non-Hispanic women. These differences are illustrated below.

CLASS AND INCOME

Hispanic society throughout the world tends to be class-stratified and mobility between classes is limited. Two enduring problems accompany this internal rigidity:

Creating opportunities for talent to express itself, for strivers to lift themselves from any class level, and opening routes to enhanced income that attract investments of time and effort, thus energizing the creation of new wealth Mexico has introduced at least one route for class advancement—government employment and government-subsidized professional work, with the interesting result of stabilizing and institutionalizing the popular revolution. But Mexico, too, is still trying to build a circulation system for its economy as more wealth concentrates in fewer hands.

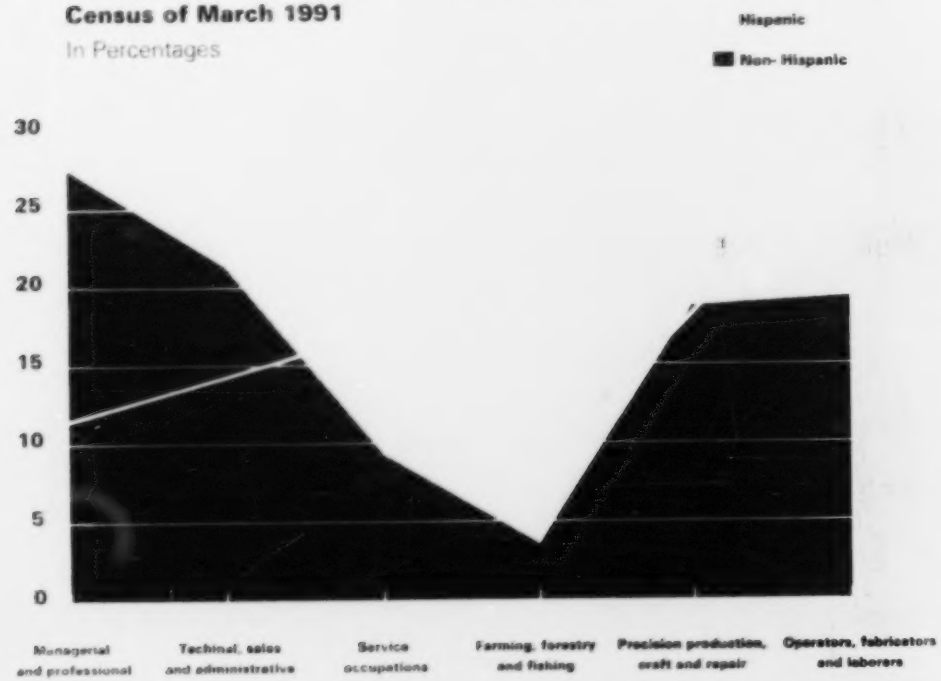
We might ask ourselves if the United States is increasingly coming to face similar concentration of wealth in the upper classes and income starvation in the lower. During the 1980s—a time many predicted would be "the decade of the Hispanic"—most Hispanics lost ground (Miranda and Quiroz, 1989)

Hispanics' family income fell from $23,088 to $21,769

The poverty rate among Hispanics increased 23 percent; 38 percent of Hispanic children are living in poverty (compared to 18 percent of non-Hispanic children 18 and under)

Hispanic householders working full time and year round were more likely to be poor at the end of the decade than at the beginning

Hispanic and Non-Hispanic Male Occupation
Census of March 1991
In Percentages



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The family is one of nature's masterpieces.

– George Santayana

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Very little movement occurred in the highest and lowest levels of income for Hispanics: the percentage of households with incomes $50,000 and above increased less than 3 percent in 10 years, and there was about the same small change in the percentage of households with incomes of $10,000 and less (21 percent compared to 15 percent for the rest of U.S. households).

HEALTH

Hispanics have lower rates of mortality at all ages than non-Hispanics, except for young men, who have elevated death rates from homicide (five times the national average for their age group) and accidents (Rosenwaike, 1991). Differences from the non-Hispanic population in health and mortality tend to be greater for recent immigrants and to converge with those of the general U.S. population in succeeding generations. However, the rate of death from diabetes remains excessive for Mexicans, Mexican Americans, and Chicanos. About 1.3 million adult Hispanics (10 percent of adult Hispanics) have diabetes (Novello, 1991).

Migrant farm workers have significantly impaired health compared to other Hispanics and to the balance of the U.S. population, with infant mortality rates a quarter higher than the national average and a 50 percent higher rate of parasitic infection. The average life expectancy for migrant farm workers is 49 years compared to the national life expectancy of 75 years (U.S. Public Health Service, 1990).

There seem to be issues of access to information and care in Hispanic health. For example, although Hispanic women have significantly lower rates of breast cancer than non-Hispanic women, they have higher rates of cervical cancer (95 percent of which can be successfully treated if detected early), yet Hispanic women are 2.4 times more likely than non-Hispanic women to *die* from breast and cervical cancer (Morris et al., 1989). Twice as many Hispanics as Whites use hospital emergency rooms for primary care, and Hispanics have longer and more expensive hospital stays. Hispanics are underrepresented in the health professions: just 4 percent of physicians, less than 2 percent of dentists, and not quite 3 percent of registered nurses and Public Health Service employees (U.S. Bureau of the Census, 1990).

Fewer Hispanics than other groups in the population have health insurance as a benefit of employment (General Accounting Office, 1992), and the percentage without private or public health insurance is much higher than for other groups: 31 percent of Hispanics, 22 percent of African Americans, and 12 percent of White non-Hispanics (Novello, 1991).

CHARACTERISTICS OF HISPANIC FAMILIES

Hispanics tend to marry young and to have children young. This is a very old and persistent pattern of Hispanic culture, having been noticed in Spain in the eighteenth century, as well as today throughout Latin America (Casey, 1989).

Hispanic families tend to be large. In the United States, the trend among non-Hispanics has been to delay marriage and childbearing for economic and cultural reasons and, more and more, to limit family size. The trend to fewer children can be seen with advancing income and status among Hispanics, but not many are advancing. Hispanic families in the United States are 2.1/2 times more likely to be poor than non-Hispanic families (U.S. Bureau of the Census, 1988b). Half the Hispanic families in the United States have four or more members compared to 34 percent of the non-Hispanic population (U.S. Bureau of the Census, 1990).

Fertility is high among Hispanic women of childbearing age in the United States (96 viable babies born for every 1000 Hispanic women of childbearing age in 1987, compared to 69 per 1000 for the balance of women of childbearing age in the United States), and rates of childlessness are low—29 percent of Hispanic women of childbearing age versus 37 percent of the balance of women of

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This is the dominant trend. The rapid rate of increase in teenage pregnancies is a smaller trend in total numbers, but one with life-limiting consequences for young people, and one the schools can help address.

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childbearing age in the United States (U.S. Bureau of the Census, 1988). Owing to these characteristics, and because the Hispanic population in the United States is young, Hispanics are the fastest-growing population group.*

VALUES

Hispanics believe the order of their values to be faith, family, and friends. In each of these areas of values, Hispanic cultures are traditionally rich, diverse, and vital.

Faith

Although the majority are Catholics, there are differences in belief and worship among Hispanics, owing to the history of the church in the country of their origin and in the United States and to the amalgamation of various aspects of Spanish Catholicism with the beliefs and practices of American and African people (Klor de Alva, 1991). Strains of anticlericalism (particularly among men) date from the Spanish civil war or the Mexican revolution, or may be tied to the lack of official church opposition to oppressive regimes in Latin America, but these strains are often twined with a deep personal piety.

The Catholic church punctuates and heightens the rhythm of daily life in ceremonies of marriage and baptism. Many Hispanic Catholics belong to lay societies of the church.

But despite its apparent solidity in the Hispanic world, the Catholic church has for many years been unable to recruit or train sufficient numbers of indigenous, Spanish-speaking clergy. Adding to the resulting alienation, many Mexican-Americans (in particular) believe the church failed to support the struggle for civil rights. On the other hand, a movement developed by lay Catholics in Spain to reinvigorate masculine worship (the *cursillo* movement) renewed the participation of Hispanic men in the church throughout Latin America and the United States, and helped develop such Hispanic leaders as César Chávez.

Protestantism has made converts throughout Latin America, including the United States. Here, Protestant sects have established social action projects, and because many of the ministers are Hispanic, they can "act as mediators between their congregation and the dominant community, and [help Hispanics] preserve their link to the homeland and to cope with life in the United States" (Klor de Alva, p. 94).

Protestantism has long been thought to speed assimilation, as it emphasizes personal salvation and private spiritual covenants, thus introducing its members to the individualism that characterizes the United States. But the evidence has not been developed.

In addition to organized religion, traditions of combined worship and healing (considered to be mental, spiritual, and physical) are popular: *curanderismo* among Mexican-Americans, *santería* among Caribbean Hispanics, especially Cubans and Dominicans, and *espiritismo* among Puerto Ricans. What one suffers from as well as the cure are determined within the tradition itself; thus, one aspect of practicing curanderismo, santería, or espiritismo is reassurance of one's cultural identity.

Family and Friends

Two additional trends persisting from pre-Colonial Spain are a concern with lineage and a determination to marry for love. Lineage still matters: in judging prospective suitors, the most important assurance of character is to "know the family." Individuals are rarely regarded as atomic entities, but as part of larger molecules—family primarily, but also extended kinship, friends, and associations. Even when the family is atomized by economic or political pressures, Hispanics rarely live alone—only 18 percent do so in the United States (U.S. Bureau of the Census, 1990).

Marriage is less the formation of a new entity than the consolidation of young peoples' identities within their families, ratified and reaffirmed by successive occasions, such as baptisms. Owing to the primacy of these concerns, Hispanics tend in overwhelming numbers to marry

* Half the population increase in recent years is attributed to net migration into the United States, and half to natural increase (births minus deaths). The average age of immigrants also indicates that most are young.

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Hispanics: among married couples, 82 percent of Hispanic wives had Hispanic husbands, and 85 percent of Hispanic husbands had Hispanic wives (U.S. Bureau of the Census, 1980).

Centuries ago, the Church in Spain firmly supported the rights of two young people to pledge their hearts to one another and commune in the sacrament of marriage no matter what their parents thought (Casey, 1984). This created considerable tension when set against the practical and dynastic concerns of parents. It also sanctioned romantic intensity, which endures in many of the same forms, for example, late-night serenades and elopement. The Counter Reformation and marriage laws enacted from 1776 to 1805 returned authority to parents, seating the father on the throne of the family. This paternalism was staunchly reinforced by the emerging upper classes in the colonies (Casey, 1984), and it endures. The result is an often anxious concern about respect within the family and about what others think of the family. This also has created an old-fashioned morality set against a reverence for romantic love, even if it causes young people to defy their parents.

The birth of children is celebrated and occasions serious extension of the family through godparents. Being a godparent is a responsibility and bond that Hispanics value. Illegitimacy has always been regarded with a certain amount of tolerance: while it may initially prompt family dramas of honor and handwringing, the child's mother is still part of her family, and the child will have a place in it and in the father's too. Among Hispanics in very poor neighborhoods, the rate of infant mortality is lower than that of other populations in similarly poor neighborhoods, and the overall rate of infant mortality is lower than that of the non-Hispanic population. Despite youthful pregnancies and lack of prenatal care, Hispanic women have lower rates of premature deliveries and of babies with low birth weights. Some researchers attribute this to the collaboration of family, friends, and neighbors in caring for expectant mothers and new babies.

PRESSURES ON THE FAMILY

Hispanic families are often pressured to the point of fracture by poverty, unemployment, and discrimination. The most severely affected are Puerto Rican families, which have the highest rate of children living in poverty, the highest rates of unemployment, and the largest number of single women heading households.

A survey by the National Commission on Children (1991) found that minority parents worry more about their children, and Hispanic parents worry the most. But for many Hispanic families, surviving is a day-to-day struggle, made even more difficult by worries about immigration status, proficiency in English, and health.

Educators seem often to be unaware that Hispanic students feel the burden of their parents' worries on their behalf and the hardships of their families' lives, and want to help. Their own contributions—in earnings, for example, minding other children, or translating for a family member—may be very much needed at home, pulling them away from school. Even though Hispanic students may recognize their parents' desires for them to succeed in gaining an education, these students also want to make money to help them *now* (Labor, 1982; Davis, 1988; Fernandez and Velez, 1989; Suarez-Orozco, 1989).

SCHOOLS AND FAMILIES

Hispanic students sometimes find themselves in a dilemma of divided loyalties or confusion between the values of school and home. Schools value individualism, assertiveness, and competition, while their parents value the family, respectful silence before elders, and cooperation. Many want to earn money to help their families, and school may seem much less important if they feel unchallenged and unappreciated there. But students can feel a greater sense of school membership and educational engagement if (among other things) the school's expectations are more clearly in solidarity—rather than conflict—with those of their homes.

For more than a hundred years, Hispanic

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INSTITUTIONAL VALUES	POLICIES & PRACTICES OF SCHOOL "A"	HISPANIC FAMILY VALUES	POLICIES & PRACTICES OF SCHOOL "B"
Rugged individualism	Student is expected to: Compete against peers Excel as individual Learn alone Want to succeed as individual; desire independence; put self first	**Family first. Child is expected to:** **Cooperate, share, help other family members** **Contribute to family** **Reflect well on family** **Help brothers and sisters; put family first**	Strategies for teaching and managing classroom include cooperative learning, group work, etc. Parents participate in school in a variety of roles School reaches out to families; offers workshops and other activities responding to family interests and needs; communicates in languages of home
Individual is the fundamental unit	Pit students against each other to determine initiative, skills	**Family is the fundamental unit – not just nuclear, but extended family, including friends**	Investigate and support contributions of home to learning
Literacy is a value and minimum standard of intelligence	Objective, efficient communications; announcement of meetings and other events sent home with students	**Wisdom may be achieved without literacy**	Home visits, phone calls, development of family networks to support attendance at school meetings (child care, transportation) Role models/school guests chosen from community and families of students

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families have been fighting segregation and inferior schooling in the United States, as well as prejudiced rationales (Donato et al., 1991). But the isolation of Hispanic students persists, notably in school practices such as "segregated bilingual education or integration without bilingual education" (Cardenas, 1975), and "tracking" or "ability grouping." Tracking tends to concentrate resources and opportunities on students who are expected to achieve, and drain them away from students who are not. This factor alone greatly magnifies the differences over time in academic attainments.

Hispanic students sometimes find themselves caught between two very different sets of values, those embodied by the school, and those of their families. The school's values may not be explicitly spelled out, but rather, expressed in the ways schools treat students and their families. For the past two decades, research has suggested that schools need to be more aware that some of their values oppose or depreciate the values of minority students, their families, and their communities.* This can be seen by comparing and contrasting some sample values and practices (the examples come from IDRA's experience with many different schools and the families of students).

But schools and Hispanic families share one value of overriding importance: *school is important.*

What are the implications of these differing and shared values? One is that schools and families may share concern about the education of their children without being able to join efforts or to make a common cause.

- Hispanic families value education, but the school may see Hispanic families as a handicap to education, since they don't seem to be inculcating the values of independence, competition, and individualism schools consider necessary to academic success.
- School may assume "these parents don't care"; parents may feel the school only communicates problems or bad news about their children.
- There may be gaps to fill in bridging home and school—gaps of understanding, attitude, and language.
- Students (from their own points of view) may be caught in conflicts of forced choice and divided loyalties between home and school.

While some measures, such as hiring more Hispanic teachers or counselors and bilingual aides, may be useful,** there is no real substitute for a solid program with purposeful goals and a plan of action, based on a workable philosophy and study of your school and community. In the initial study and assessment, needs may come to light for teacher renewal and attention to curriculum. Very few teachers today are prepared for multicultural education, and researchers think this may explain "in part, teacher prejudice against minority groups" (Valencia and Aburto, in press). Teachers may need additional materials, curriculum development, preparation, and training to:

- Respect diversity;
- Teach respect for diversity; and
- Represent that stereotyping is counterproductive.

In doing this, a weather eye needs to be kept for superficial additions to curricula that condescend to students' cultures as alien or quaint, or that perpetuate stereotypes. Much more can be accomplished, and many problems avoided by consistently respecting each student, each family, and each background as unique and valuable.

* *No One Model American*, the American Association of Colleges for Teacher Education titled its 1972 report urging that teachers be prepared for multicultural education, that teachers accept and value their students' cultures. But very few teachers today are prepared for multicultural education, and researchers think this may explain "in part, teacher prejudice against minority groups" (Valencia and Aburto, in press).

** The presence of Hispanic school personnel does not automatically equal the absence of prejudice or discrimination. Investigators have found that Hispanic teachers, counselors, and administrators may also perpetuate negative attitudes and practices (Suárez-Orozco, 1989).

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For Hispanic students to have a sense of membership in the school—"a sense of belonging and social bonding to the school and its members," and educational engagement—"involvement in school activities, but especially classroom and academic work," they need to have stronger links to adult roles and a possible future for themselves, and supportive congruence between their upbringings and the school's expectations (Wehlage et al., 1991).

The next section discusses the theory and practice of a program to involve Hispanic parents in your school(s) and their children's educations, how to assess the readiness of your campus for family involvement, and what to consider in initiating, or expanding and strengthening family involvement.

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DEFINING A MEANINGFUL PROGRAM FOR HISPANIC FAMILY INVOLVEMENT

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DEFINING A MEANINGFUL PROGRAM FOR HISPANIC FAMILY INVOLVEMENT

What major steps need to be taken for significant Hispanic family involvement in your school?

- Assess status quo (using, e.g., Survey of Campus Readiness instrument);
- Establish a philosophy that values all students and a vision for family involvement;
- Form a team for change; involve others; broaden involvement;
- Enable "buying into" the new philosophy;
- Survey parent needs; and
- Develop a framework for family involvement by:
  - Determining roles and responsibilities;
  - Scheduling training and other responses to staff needs for knowledge, skills, materials, etc.;
  - Recruiting families;
  - Reviewing expectations;
  - Responding to family needs;
  - Cultivating and sustaining family involvement;
  - Moving toward shared responsibilities;
  - Evaluating results; and
  - Planning for progress and renewal.

POSSIBLE ROLES OF ADMINISTRATOR IN DEVELOPING FAMILY INVOLVEMENT IN SCHOOL(S)[9]

Role	Actions and Responsibilities	Who, If Not You?
Advisor	Listens with interest; assimilates information; uses non-directional techniques to bring more information to surface and build relationship of trust; resists impulse to rush in with answers	
Advocate	Clarifies and defines problem; focuses attention and action; speaks for and defends the need for change	
Catalyst	Sparks and energizes process of change; generates interest, involvement, participation	
Insider	Represents and promotes change within school; diffuses understanding and positive attitude	
Interface	Works to improve relations between interacting groups; diplomat	
Problem-solver/ Solution-giver	Meets needs with resources and ideas; has appropriate, feasible suggestions addressing needs and problems; knows when and how to present them	
Process-helper	Trains and (or) assists groups in working together to analyze problems/needs, find resources, define roles, map path to change and monitor progress	
Resource-linker	Connects with community organizations, agencies, units of government and human services; works to bring them into effective collaboration with school/program	
Spokesperson	Champions program; speaks well of it and for it; makes effective and articulate presentations; defends need for change	
Supporter	Balances need to move toward change (risky and threatening to many) with encouragement and nurturing of individuals engaged in it	
Team member	Directs/serves on team initiating program	

[9] Adapted from Havelock and Havelock, *Training for Change Agents: A Guide to the Design of Training Programs in Education and Other Fields* (Ann Arbor: Institute for Social Research, U Michigan, 1973).

PRELIMINARY CONSIDERATIONS

Before plunging into programmatic change, it may be useful to consider a few preliminary thoughts. First, the area in which change will take place is the gap between the status quo and the vision of what can be—the starting position and the goal. There many ways change can be affected and one of the first decisions you may want to make is your own role(s) as change agent. (see box at left). Second, achieving family involvement takes time, but efforts need results. participants will need to be reminded from time to time of the bigger picture, and to be recognized for their contributions in each phase. Third, success depends on the good will of many people. Begin to involve others from the beginning.

ASSESS THE READINESS OF YOUR CAMPUS FOR FAMILY INVOLVEMENT

You need to have some idea how prepared your campus, program, or school district is for valued family involvement. The Campus Readiness Survey provided on page 25 may be helpful in determining the status quo and what needs to be done.

In the course of surveying campus readiness, areas that need attention should surface. For example, many people in your school(s) may see Hispanic students and their families through the distorting optics of the deficit model. The first task, then, is to establish a new philosophy and a new way of seeing these students and their families.

PHILOSOPHY: DEFICIT MODEL VS. VALUING

As indicated in the introductory section, one widely accepted assumption is that something—many things—are wrong with Hispanic students, and with their families and communities. By the lights of this **deficit model**, the school may see itself as trying to free the students from faults and weaknesses of their backgrounds (Coleman and Hoffer, 1987; Coleman et al., 1966; Jencks et al., 1972; LeCompte, 1987), but **deficits** such as poverty cannot be completely remedied by the school, so the expectations the school has for what it can achieve are necessarily limited. But,

- Programs that *assume* deficits fail, and
- Poverty does *not* have to be relieved before students can learn.[1]

IDRA's experience with Hispanic students and families the past 18 years and the work of others verifies that children of any economic status or background can be taught (Montemayor, 1989). In the course of hundreds of training sessions with school district staff, parents, and students, IDRA has developed the theory and practice of **valuing** students and their families, of organizing and developing human and social resources in support of students. The model for significant family involvement, presented here in broad outline, has been tested and evaluated in many schools as an important component of pilot projects for student success (Guzmán et al., 1989).

A principal tenet of the valuing philosophy is that every student can be taught, that none is expendable, and that each is a potential resource. Acting on this tenet, schools recognize and **value** students, and by extension, their families and communities. The underlying program philosophy, then:

- Accepts families as they are and works with their strengths;
- Consistently approaches families from the position, "there's a lot you can do";
- Regards students, their families, and communities as offering resources to be developed in:

  Human capital—individual skills, capabilities, knowledge; and

  Social capital—relations in the family and community such as trust, protection, norms and sanctions, attention, involvement.

Successful programs organize these resources in support of the students' efforts (Coleman, 1991; Coleman and Hoffer, 1987; Comer et al., 1987; Comer, 1980; Delgado, 1992; Epstein, 1992; Liontos, 1992; Nettles, 1992; Nicolau and Ramos, 1990).

Most families will respond and contribute, and take on increased responsibilities if

[1] The needs of poor children and their families are still pressing, of course, and the school must take an active role in helping to meet them.

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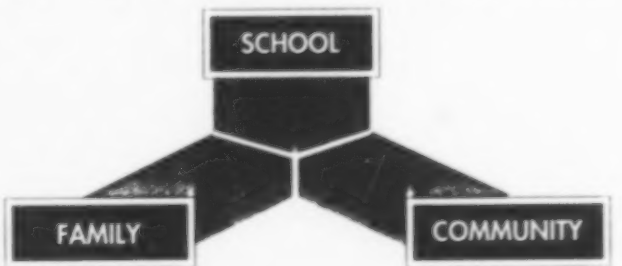
SCHOOL-COMMUNITY-HOME TRIAD IN SUPPORT OF EDUCATION

School PTA/Parent Association meetings
PTA/Parent Association activities
Advisory panels/committees
Site-based management committees
Open House/family visiting days/hours
Teacher/parent conferences: periodic and regular
...as needed for problem solving or crisis
...randomly for positive feedback
Student presentations to family/community: programs, performances, exhibits
Events planned and carried out by students for families
Conferences: big-name speakers, workshops, parent presentations
Workshops for families on school processes/programs, student achievement, parenting,
...English, high-school equivalency (GED), other adult basic education



As teachers
As resources to teachers
Parents as decision-makers
Parents as effective advocates for children
Parents as trainers of other

Workshops for families on health, social issues and problems
...on subjects requested by families and school
Child care: to enable attendance
...for latch-key children of working parents
Transportation
Counseling and Social service referral
Assistance establishing family support groups

approached correctly. Some **barriers** to valuing families have long histories and will take effort to break down. Families are not usually seen as leaders in education, and in the past may have been contacted by the school only if there was a problem. Members of Hispanic families, in particular, may have received negative messages from schools as being "un-American," or uneducable.

To create a richer, more complete environment for learning, family involvement needs to be seen as part of a mutually reinforcing **triad** of the school, the family, and the broader community (Robledo et al., 1988), as illustrated schematically at left.

Successful programs proceed as a partnership, recognizing the contribution of each partner. The temptation for administrators is to make parents silent or non-voting partners. This is insufficiently different from the status quo to support change.

- If parents see that something is working for their students, they will support it.
- Parents will quickly sense condescending attitudes and powerless roles.
- In the most successful programs, parents are actively involved at all levels of the school.

Most family involvement activities have historically been initiated by the school, and if a list of such activities were reviewed, then various school personnel would be responsible for planning and conducting them. Our perspective is to look at family involvement as a **shared responsibility,** and as the program evolves, families and the broader community take on roles of increasing responsibility.

FORM A TEAM FOR CHANGE

This model necessitates outreach. The team brought together to formulate and monitor plans for strengthening family involvement should bring together sensitivity to the needs and interests of parents, access to community resources and the ability to marshal them, and the same kind of inside track with school staff as well as commitment to the program philosophy that will help promote family involvement within the school. The team should be representative of the triad of school, community, and families. Among other activities, the team will work together on:

- A vision statement, or equivalent;
- Consensus of purpose, a plan for sustained outreach and meaningful family involvement;
- Ways to evince and strengthen commitment of family, community, and school staff to students' educations;
- A system of checks and balances;
- Communications between school and home;
- A network of support for family involvement; and
- Evaluation and continuous improvement.

In meeting and working together, the team will make the program their own: a further challenge will be fostering the same sense of personal investment and participation in others, and broadening ownership of family involvement. The preliminary steps themselves afford opportunities to involve parents, and to draw participation from key staff and community members. It may be useful for the team to think in terms of forces that promote and forces that hinder involvement, and to think of ways the hindering forces can be reversed, the promoting forces encouraged. These are visualized on page 24 in terms of congruency, ownership, trust, and substantive involvement, with their negative counterparts (Villarreal and Barnwell, 1990).

ASSESS FAMILY NEEDS

In surveying families preparatory to increasing their involvement in schools, three general categories of information are most useful: what family needs are pressing, what parents want to know from the school, and how prepared parents are for various levels

FORCES PROMOTING AND HINDERING HISPANIC FAMILY INVOLVEMENT

Promoting ← → **Hindering**

Involvement

CONGRUENCE	**INCONGRUENCE**
Assumption that parents care	Assumption that Hispanic parents don't care
Child care provided for parent meetings	Lack of child care
Respect and understanding of cultural and language differences; clear, unpretentious English and Spanish; translation as needed	Impersonal, efficient communications; "professional" attitude, deportment, and language (especially educational jargon)
OWNERSHIP	**LACK OF OWNERSHIP**
School staff and parents plan together for family involvement	School staff plan family involvement activities
Parents and educators share knowledge about student in support of student's education	Information and knowledge "given" by educators to family
TRUST	**LACK OF TRUST**
Two-way communication with family frequent	One-way communications from school — > home
Parents' input in school's decisions affecting their children considered necessary; sought and heard by school	Parents' input into school's decisions affecting their children not sought, or ignored, discouraged, or discounted (subtly or overtly)
MEANINGFUL INVOLVEMENT	**SUPERFICIAL INVOLVEMENT**
Parents participate at all levels of decision-making—about policy, administration, and instruction	School conveys to parents that educational decisions are made by school personnel
Parent participation is funded by district and campus budgets	Parent involvement courted, but limited to auxiliary functions; fund-raising (never fund-incurring); extracurricular activities

SURVEY OF CAMPUS READINESS FOR HISPANIC FAMILY INVOLVEMENT

Attitudes and Activities	Yes/No, Comments
Administrators and staff have a positive and assertive attitude toward parent involvement	
Parents are perceived as a positive resource	
School conducts home visits; calls students' homes; recruits family participation; communicates with home in language of the home	
Events are held at times appropriate to the home and working situations of students' families; Child care is announced and provided when family attendance is needed	
Parents are involved in a variety of activities, their presence welcomed by school(s), and are visible in school(s) in a variety of functions	
Schools and families work cooperatively in support of children's educations	
Parents have an active support network	
A lively parent leadership program exists that regularly produces new leaders	
Meetings between home and school are held for a variety of purposes, including:	
To hear what parents have to say	
To inform parents of student activities	
To explain school procedures, practices, and rules and procedures for recourse	
To plan parent conferences, workshops, and other activities	
To accomplish other related goals	

of participation, decision making, and leadership. This information can then guide development of workshops, parent-school meetings, other outreach, and training.

While the instruments used to survey families can be simple, there are opportunities in this step to begin reaching out with home visits, focus-group meetings in comfortable and convenient settings, and so on. Some of the possible survey instruments are described in the figure below.

Information collected by one (or a combination) of these methods can then be used in planning to address family needs in the context of the program.

DEVELOP A FRAMEWORK FOR FAMILY INVOLVEMENT

Considered together, successful programs of family involvement display great variety, and considered separately, a kind of indigenousness to their schools and circumstances. They do have some features in common, and school personnel, parents, and researchers agree that certain ones are decisive (Williams and Chavkin, 1989; Chavkin, 1989):

- First, the program has goals, and written policies. The process for setting goals and producing written policies is an important first step involving parents and others who can help support the efforts of children in school. (The process should also seek and consolidate administrative support from the district or central office. Written policies give the program legitimacy, structure, and strength.)
- The program has approval and support from the district or central office, and from the school(s)'s principal(s).
- Roles and responsibilities for specific aspects of the plan are clear.

Instrument	Advantages	Disadvantages
Surveys	Can be used quickly and at any time to monitor how well program is working	If numbers of parents have trouble reading form, will require home visits or other means to complete (this can be an advantage, if handled with respect and evident concern for parents' opinions—needed time and resources would have to be allocated)
Focus Groups	A small number of parents, well-selected as a sample, can represent the community	Sample may not be representative
Group Meeting	Can yield sense-of-the-meeting for a large group, if well-planned	Difficult to get information about special needs or in-depth information in large meetings
Pre-post Test	Immediate feedback	Hard to design and administer if many

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- The plan has funding from the main budget.
- Physical resources—meeting rooms, telephones, duplicating equipment—are available for parent-involvement activities.
- Staff and parents receive training for roles and responsibilities.

Collaboration between school and families will not magically follow from mutual willingness. Everyone involved will need focused preparation and practice to bridge home and school, and to empower families to contribute to their children's educations. Training for these new roles and responsibilities is vital.

A well-planned sequence of training over several years can:

- Enable you and your staff to investigate what is needed to increase or strengthen family involvement, and what is needed in training.
- Analyze and meet your own training needs.
- Develop key two-way communication abilities in school staff and families.
- Equip parents to:
  - See that they are teachers of their children;
  - Serve as resources to teachers;
  - Participate in decision making; and
  - Act as effective advocates for their children's educations and well-being.

At every stage, assess needs. How the school responds should be based on what parents say they want; the school must be seen by parents to be responsive. The resulting evolution of family involvement is described in the succeeding section.

MOVE TOWARD SHARED RESPONSIBILITIES

One way to see the evolution and progression of the family involvement program is through the dynamic interplay of enabling forces. Growth is from top to bottom: as parents move from receiving the information they want from schools to effective advocacy; from awareness to application of new skills to mastery; and from a more congruent alignment of home and school values to family leadership in school issues.

The Progression of a Family Participation Program By Shaping and Enhancing the Forces of Change

The surveys may indicate some very pressing needs. Besides marshalling the resources of the community to meet these needs, the committee and its extended membership might consider establishing a family support program to combat isolation, encourage parents to support one another in peer groups and participate in community activities, provide important information and referrals for a range of problems, and offer counseling and guidance in being a parent (National Commission on Children, 1991).

The family involvement program can begin by helping families see what they have already contributed to the education of their children: **parents as teachers**. The school validates the informal ways parents instruct their children in responding to their first words, using rhymes and games, and passing on family mores and wisdom. Parents and other family members can also be trained in effective ways to help children[11] learn at home. At this level, the school has major responsibility for planning and carrying out activities. These activities for parents need to be highly participatory, and follow current research practices in the effective instruction of adults (Montemayor, 1992). The practices themselves are liberating, allowing adults of any educational background to participate and share per-

[11] Parents need not be literate to enhance their children's home learning. Materials and methods have been developed through a number of efforts in recent years. See Resources section.

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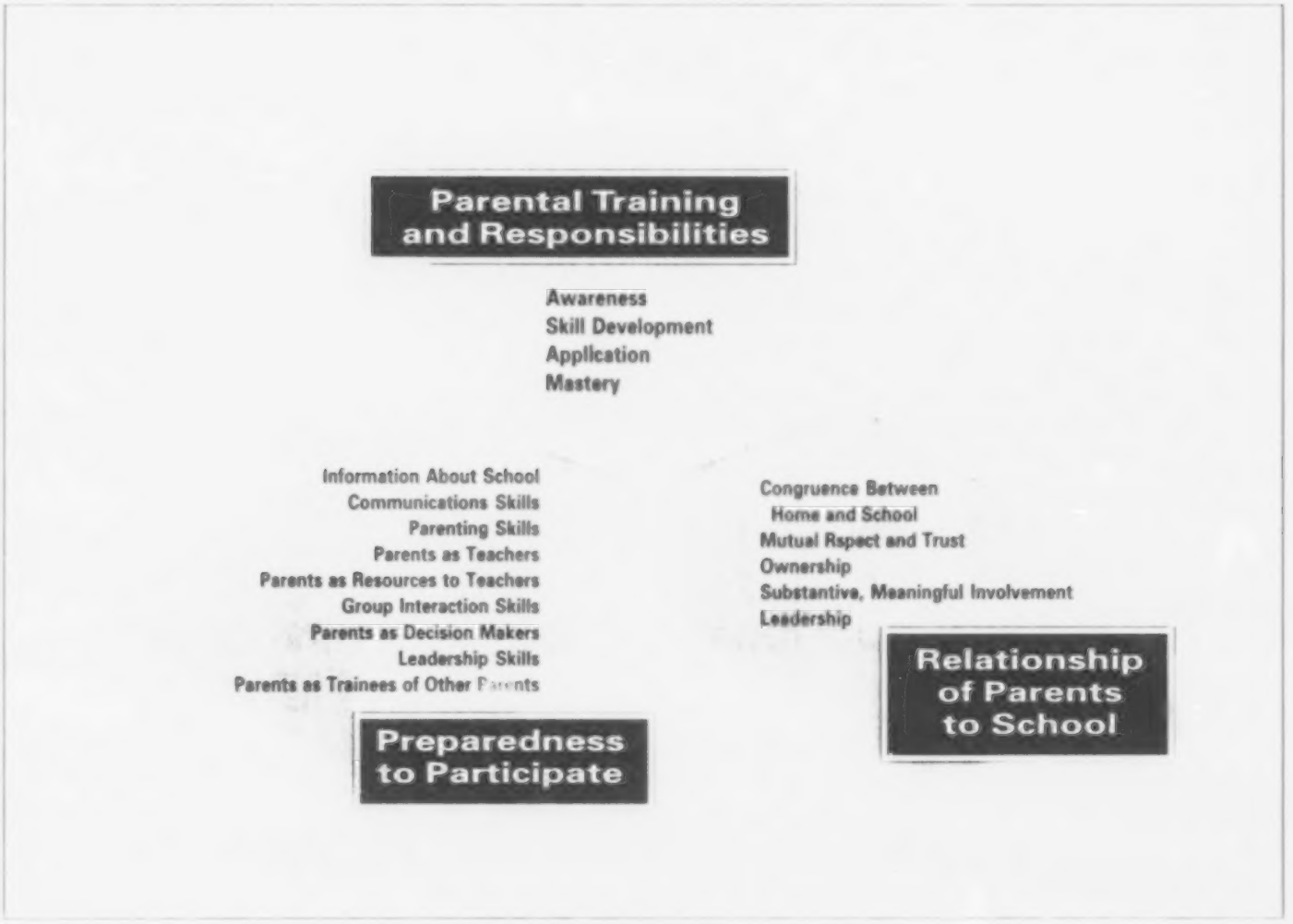
PROGRESSION OF A FAMILY PARTICIPATION PROGRAM: SHAPING AND ENHANCING THE FORCES OF CHANGE



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sound experiences. They also encourage critical thinking and analysis.

The next level is for families to realize the variety of ways they can contribute in the classroom to the teacher: **parents as resources to teachers**. With appropriate instruction and guidance, parents assist in the classroom in a number of roles.

The third level gives the parents even more responsibility: **parents as decision makers**. At this level, parents are trained and given responsibility to make decisions in groups. The context can be a newly formed parent committee, or participation in an elected or appointed body within the school. Parents are trained and supported in learning, planning, assessing options, and making decisions.

Leaders will begin to emerge from family involvement activities, and they can be supported with training and practice. One exciting goal for leadership training is to develop **parents as trainers of other parents**. At this level, parents impart to other parents the skills they've learned progressing through increasingly responsible and engaged levels of participation. They can help mentor new leaders. Even more challenging is to develop **parents as effective advocates for their children's educations and well-being**.

EVALUATE FAMILY INVOLVEMENT

Some of the same instruments used to survey campus readiness and parent needs may be useful in evaluating the family involvement program at various stages. Whatever its design and frequency, evaluation should be part of the plan from the beginning, to collect reasonably comprehensive and pertinent information to enable the team to see what's working and what isn't, and to help key players better understand their roles. Analysis and use of evaluation data to improve the program should also be part of the plan from the beginning.

PLAN FOR PROGRESS AND RENEWAL

Among other challenges, schools are asked to serve the needs of changing student populations and meet more exacting demands for their educations with essentially the same staff. Staff members, too, need to see the progress of their efforts, and how activities and consequences relate to goals (or equally, to redefining goals). In the course of this program, the needs of teachers, counselors, and others must be assessed and reassessed, and met with training or other types of staff development. Progress will create new needs, new opportunities to find and test responses, and new roles. At a minimum, participants need to be reminded from time to time of the ends their efforts serve.

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The purpose of a good education is two-fold: it prepares you to do something – to conceive it and carry it out – and it enables you to enjoy your humanity.

– Hispanic Parent

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Communication ▲ *Outreach and Language*

For any plan to have an effective family involvement program with Hispanic families requires a strong focus on the process of communication and reaching out to them.

An especially pressing concern for Hispanic parents is **language**, both in terms of literacy and limited proficiency in English.

- Telephone contact and (especially) home visits are key to encouraging family involvement. Establish core groups of parents who can help with calling and coordinating transportation, etc.
- In communicating with students and their families, involve the larger community—neighborhood and religious leaders, social service workers, recreational or community-center counselors, and others.
- Make special efforts in the areas of reception and telephone communications in your school to ensure that parents with little English can call the school (and the school can call them), and feel welcome coming to the school.
- Be aware that there are areas of sensitivity within the language itself. Spanish-speaking people, even those whose educations are limited, know their culture is rich, that great works have been produced in Spanish, and they enjoy hearing the language spoken well. But class distinctions are more sharply drawn in Spanish-speaking societies, and parents will be aware if a speaker or translator depreciates them (for being poor, e.g., or for speaking less-educated Spanish).
- Written messages sent to the home should be in clear and simple English and Spanish. The message should be easily understood, and have a friendly tone when read aloud.
- Above all, meetings should not merely be announced. Families should be **invited** to participate. An invitation, when properly presented, is something most Hispanic families have difficulty ignoring.
- Depending on their age and background, parents may have been punished, insulted, or humiliated for speaking Spanish. Positive experiences can—paradoxically—recall these hidden hurts. If this should happen, acknowledge the reality of those experiences. But don't leave parents with these feelings; when the time seems right, accentuate a positive incident or success of the program.
- School staff may also be uneasy with or resentful of a language and culture they don't understand. Seek common ground, reiterate agreed-upon goals and the school's commitment to parent participation, look for imaginative—and inclusive—ways to value language and culture.

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Hispanic families do value school - highly, very highly. But somehow this isn't communicated to the school, or the school may not know it, and so they're not working together, home and school.

– Administrator

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Communication ▲ *Do's and Don'ts*

Communications also need to be **culturally appropriate**, and this is somewhat more difficult to define, but some guidelines in terms of do's and don'ts may help:

▲ **Do** consider the family member who presents himself, herself (or themselves) in place of the parent as a valid representative of the family.

▲ **Don't** dismiss a grandparent or uncle, or even a godparent, with rigid requirements for a legal parent/guardian to be present.

▲ **Do** shake hands, show personal interest, inquire after other family members' well-being, and listen attentively to responses, before introducing your subject or asking the questions you need answered.

▲ **Don't** assume that efficiency is more important than civility. In many Hispanic homes, cold and impersonal interviews are perceived as insulting.

▲ **Do** connect to the family's inherent concern for the education of the child, assume the positive, and speak as if the concern is shared.

▲ **Don't** reflect negative value judgments with your actions, body language, or facial expressions. Focus on the positive.

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A Few Words With Administrators About Hispanic Family Involvement

An interview with Gilbert Quesada
Director of Special Programs
South San Antonio Independent School District, San Antonio, Texas

What are the secrets of your success involving Hispanic families in your schools? What advice would you give a fellow administrator?

First I'd say, "Be open-minded." Be very positive about getting parents involved.

"Develop a model, or adopt one. Either way, you can be creative and innovative." In the model that I would develop, I would have goals and objectives, a plan for resources, and a timeline. Everything would be mapped out, every month, every day of the week.

"If funds are available, hire a parent involvement coordinator. If not, find a staff member, and if that's not feasible, put it in your own job description, and **you** do it."

"Be sure to plan an evaluation component, and make sure it's being carried out, so that at the end of the school year, we can evaluate the program and see what we've done." The principals of the schools play a key role. Many of the federal programs we applied for several years ago emphasized having the principal on board, and we learned from those programs that this is critical. If principals are receptive, if they want parents to be involved, they'll find ways to make it happen. And if they don't, then the attitude of the principals can be a barrier.

Other barriers? I would say that 20 years ago, the attitude was very close to racism. Now there are many more Hispanic administrators and other staff, and I would say everyone is much more sensitive to Hispanic families. But stereotypical views still exist. Some principals, some school personnel, think these families don't care about the education of their children.

Hispanic families do value school, they do value education—highly, very highly. But somehow this isn't communicated to the school, or the school may know it, and so they're not working together, home and school.

There are two subtle problems here: one, the principal and others at the school are going to be judged by test scores and other standards set by the state, and they know they're not going to be judged by the degree and quality of parent involvement in their school. And then, on the other hand, many Hispanic parents have the traditional attitude, "the school knows best," and they don't put themselves or their concerns forward. Each side needs to recognize the great resource it has in the other.

For example, we needed to raise money for our school district, and because of all our existing parent programs, we were able to organize parents and other members of the community into committees, and have each one look at a particular area—curriculum and instruction, for example, facilities—and we met as a group, and then in committees, and again as a group. The committees decided what needed to be done in each area, and as a group, we worked out orders of priority and a plan. The involvement of all those parents and the clarity of purpose we were able to achieve helped us gain support for our bond election.

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That's why I have high hopes for site-based management. With site-based management, the parents will choose the principal! They'll need training, of course, in how to exercise these new rights they have. And we have to give it time.

Some of the specific lessons I've learned about involving Hispanic parents?

First, the hardest thing is to physically get to a meeting place to do something: to have the place, that is, and to get people to come. We used to ask migrant farm worker parents to let us meet in their living rooms. It was just the only way they felt comfortable enough to come.

But finding a meeting place was always a problem to be solved, and then we wanted some ongoing programs for parents, too. We were able to buy a big portable building with one of our grants, and this became the Parent Development Center, and here we can weave together many strands of involvement and support—we have an excellent counseling program, we have GED classes for parents, we have workshops and meetings on subjects of special interest to parents—we had our public health nurses give a class in CPR, that sort of thing. I'm most eager to offer training for our families in survival skills, and getting a job.

Then, getting people to come. We have superintendents and counselors and a full-time parent involvement coordinator (a parent), who make phone calls, and even more important, home visits. It's very important to create a network of parents, so they all make plans to come together.

You have to work with parents' schedules. This takes commitment. I have counselors and supervisors who will go from house to house beginning at 5:00 and on until 8:00 or 9:00.

Second, there's more involvement in the earlier grades. Everyone in the family comes to see a child graduate from kindergarten! We've built strong involvement at some middle schools. There's more to be done to involve parents at all secondary levels.

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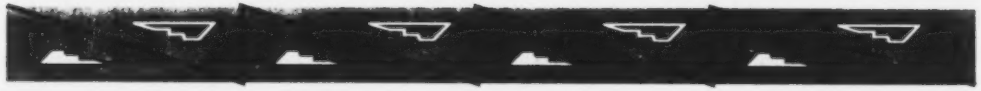

A Few Words With Administrators About Hispanic Family Involvement

An interview with Sylvia Glass
Elementary Principal, Southwest Elementary School
Southwest Independent School District, San Antonio, Texas

What are the key elements in increasing the involvement of Hispanic families in their children's educations?

In large and small ways, the school needs to manifest the importance of parents' contributions, and celebrate their cultural values.

Some of the specific ways schools can do this are to:

Conduct bilingual meetings.

Send and receive bilingual correspondence.

Make parents feel comfortable and welcome in school.

Do you feel there are campus or institutional barriers to Hispanic family involvement?

Yes, and I think they differ between the urban and rural parts of the school district:

For the urban part:

- Lack of parent or community "ownership" of school.

For the rural part:

- No public transportation;
- Homes far apart in a large area, and some families have no phone; and
- Difficult to conduct home visits.

What successes have you had in your campus family involvement programs?

Our reading program involving the parents, "Ranger Reading Stars," was developed by a teacher working on a mid-management degree. A 3 x 5 card is sent home to document time spent reading at home. The program really helps develop interest and skills in reading, and involves the home in a positive way. The PTA has taken it over as a community project.

One reason our outreach programs have been successful, I think, is that faculty share in decision making, and come up with ideas. We send a "GO" folder home every Monday with information on what's happening that week, and parents sign off ("GO" stands for "Get Organized").

We have four family skating parties every school year, and teachers, administrators, and families all attend. The parents volunteer their time to make the party a success.

Room parents (we have mothers and fathers) are seen as extensions of the teacher, and help with development of teaching materials, and reading to children. Parents collaborate in writing the guidelines for this participation (we call it "PALS").

Parents also work in the office, help the nurse, decorate the cafeteria around themes.

Parents come to the classroom to talk about the care of pets or farm animals, and to demonstrate other skills or knowledge. Our PTA has the largest enrollment in the

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district—200 to 800 parents regularly attend meetings—and they are very active and supportive.

We have open house twice a year, and 1200 to 2000 parents come. We also have a big turnout for our annual awards ceremony.

What are the easiest aspects of parent involvement and what are the hardest?

Easiest aspects are those that bring parents out for sports and other extracurricular activities. Everyone comes when a child is performing! Some parents are an integral part of their children's activities, and it's easy to gain or extend their participation.

Hardest aspects are those that deal with academics: parents sometimes feel intimidated, or that there is a great gulf between the school and themselves, especially if they have few years of education. Many Hispanic families have the traditional attitude, "the school knows best." I feel that this attitude and the intimidation many parents feel has been reinforced by the slow movement of Hispanics into positions of authority.

One way that we tried to bridge this gap was to recognize a student of the week: that student then got to have a parent with him or her all day. The teachers got uncomfortable with this, and asked me to stop, but there were few parent complaints. Now the teachers think they'd like to try it again.

What advice would you give your fellow principals about increasing the involvement of Hispanic families in their schools?

Don't be discouraged! Developing a program like this is very time-consuming and frustrating. Parents will hold back at first. The school's interest in their contribution has to be kept in front of them, constantly. Cultivating a core group of parents helps. Word of mouth—and a consistent program of calls and visits, and a network of parents who call and visit each other—will build participation. School and the family have to work together: schools also want what's best for children.

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I learned from
my father
that there is
a world
without limits,
that every day
you can live
in the same
house
and yet open
the windows
on a different
landscape.

– Hispanic Parent

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HISPANIC PARENTS IN THEIR OWN WORDS

FAMILY

What do you remember about your parents? Your grandparents?

Parent A — *My maternal grandfather was a trapeze artist, and my mother was born in a circus that used to travel from Bolivia to Ecuador and Peru. She was also a trapeze artist, but actually it was my father who had the bohemian spirit. He was a musician, and always made his living by his music. He was the type, if he made some money, he would take us all on vacation for three months! My mother was a saver and artist of the possible who could make a four-course meal out of a potato. So if you looked under the pillow of my father, you would find sheet music, and if you looked under the pillow of my mother, you would find money to last the week, or the month. One thing I remember distinctly about my paternal grandfather (who was a carpenter and violinist), was that he had the most beautiful handwriting, and a passion for spelling. He was obsessive about spending time with each grandchild, helping us write and spell.*

Parent B — *What I will always remember about my mother is that she was very devout. Because she was Baptist, and my father Catholic, they saw each other for ten years before he could get permission from his parents to marry her. They settled the religious question by my mother's raising the two daughters Baptist and my father's raising the two sons Catholic. I don't know what would have happened if they hadn't had an even number of children!*

Parent C — *My father was born in a small town in Texas and my mother was born in Baton Rouge, Louisiana. When she was young, her mother took in washing, and she used to help prepare the giant vats of starch and hot water. While her mother was gone during the day, she helped her grandmother take care of her younger brothers and sisters. After my mother and father married, they had a fruit stand and then a taco stand. We were very close, and I think that's why I have such a close relationship with my daughter. I could talk with my mother about anything, and I'll never forget her marvelous sense of humor.*

Parent D — *I was born in Puerto Rico. My father was a farmer for 20 years, and he loved to ride horses. He could ride beautifully, too. My oldest brother was a jockey in Puerto Rico. My mother was always sick—she suffers from high blood pressure and heart disease—so I also had a second set of parents, my mother's godmother and her husband. They were wonderful to me, and provided for me very well, and spent time teaching me games. When we moved over here, it was to a county in New York State where they still have farms and also big estates, and it was weird, because it was similar to our life in the country in Puerto Rico, but it was a completely American, English-speaking world.*

Parent E — *All of us, my wife and I and our brothers and sisters, and all our family, were born and grew up in the small towns on the border, and around here in South Texas—Del Rio, Castroville, Hondo, Von Ormy, Lytle. In my wife's family, she has three sisters and four brothers, and in my family, I have seven sisters and six brothers. What I remember*

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about my father was that he went to work every morning. Every morning.

Parent F — *My father worked in another town in Nicaragua, and came home on the weekends. We looked forward to his coming, because he brought us little things, even though sometimes he was irritable. We'd be wondering, my two sisters and I, "How will he be?" At that time, we didn't know it was because of his blood-sugar – that it was part of his illness. One time we made a trip, I remember, renting a car with the whole neighborhood inside, and leaving early— 4:00 or 5:00 in the morning. We took a drive through the countryside to a big estate. I think sometimes we don't give our children these times, when they need them most, within the family.*

What have you learned from your parents or grandparents that you want to teach your children?

Parent C — *Because of the closeness we had as a family, I think I learned not to be afraid. And that's something I want to pass on to my daughter: to be herself. To be independent. Not to be afraid of taking the next step.*

Parent F — *One thing I understood from my mother, and that her father taught her, and before that, was the importance of what is taught in the home. Especially for them, because it was common then in our home countries to have little school, and everything was taught at home. I have the idea, though, even here, that when my daughter goes to school, she takes something from home with her, that she already knows how to behave herself in class and at the table, and so on.*

Parent E — *My wife has taught our children to cook, and I've taught them car mechanics, as my father taught me. How to take things apart and put them back together. It's good to know these things! My father was a good mechanic, and I find this very satisfying, like solving a puzzle.*

Parent B — *My father always saw a definite connection between school and success. I am trying to pass on to my children the importance of going all the way through college. My kids have grown up around the arts and artists, because of my work as an arts administrator, and they're both very interested in the arts. Although he had never mentioned it, my father when he was young was a talented cartoonist, and someone recruited him once to work at Walt Disney Studios. His parents didn't believe a serious living could be made that way. This is something that I'm trying <u>not</u> to pass on to my children, although I know I have the same fears as any other parents that artists mostly starve!*

Parent D — *My grandfather never believed in credit or borrowing. When we reached a certain age, he would give each of us a quarter a week, and he taught us, "Never overspend your limit. Whatever you have, you spend now and you save for later." When he died, he died owing nobody nothing. He was 108 years old. I teach my children the same way, with a dollar a week. I teach them always to respect their elders. And younger people, too, because they learn from you.*

Parent A — *What I learned from my mother that I want to pass on to my children is consistency and self-discipline. She had that! What you start, you finish. From my father, that there is a world without limits, that every day, you can live in*

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the same house and yet open the windows on a different landscape.

HISPANIC PARENTS ON EDUCATION

Parent I — *For me, school is like a church. I think they need to do more to impress the significance of school on children. There, you learn not to waste your time. I tell my children, "Look at me! I left school because I thought at the time that I needed to work to help my mother, but I didn't realize in leaving school that I was losing capacity to work. Now I have no preparation. I only went to the sixth grade in Nicaragua, and my first husband went as far as the second. I've been widowed twice. My second husband was Puerto Rican, from here. He studied and then took training as a chef. I used to marvel at how he could calculate in his head without paper. He said he had always been good in mathematics, but lazy in English, and his brother the reverse, so they helped each other.*

Parent C — *I had a teacher in second grade who was very patient and understanding, and even though we had large classes, she always made time for individual help, and she would go over and over something until you understood it. When I passed to the third grade, she cried. In high school, I had a special chemistry teacher, and he helped me memorize symbols and other things I had trouble remembering. Now I'm in a pharmacy technician training course. He was someone you could talk to, and sometimes a group of us would eat our lunch with him because he helped us understand our personal problems and just life itself.*

Parent D — *I graduated from high school here in New York City. When we came here, I was so happy because many people spoke Spanish, and it was like being home in Puerto Rico. When we were living in upstate New York, out of 1400 students, there were six minorities, me and my three brothers, and a Black brother and sister. But our fellow students helped us and tutored us. They wanted us to learn. Now I work as a school aide, with students from kindergarten to 6th grade. When I was in the third grade, in Puerto Rico, I had a teacher who used to tell me, "You will be someone," and she made me work harder than the others. When I go to the island, I always stop by to see her.*

Parent E — *We have suffered enough, and we don't want to see our children suffer. Without school, they will suffer. They need school. They need an education. We're very proud of our oldest daughter, who says that with God's help, she's going to be a teacher. I would like to see the others in professions, too.*

Parent B — *There was never any doubt when we were growing up that my brothers and sisters and I would go to college, even though my father had only gone to the 6th grade. After coming here from Mexico, he went to trade school and became an expert meat-cutter. There was a counselor at the high school who was a wonderful influence on my whole family. She wanted to send me to a private high school in San Antonio, but finances didn't permit it, and the idea of boarding school seemed very strange to us because we hadn't known anything like it. We had a grocery store, and when three of us were in college at the same time, my father took a full-time job as well and mother ran the store. He worked very hard to pay our way through college, and I always knew he had such aspirations for me. And now my daughter has received a five-year scholarship to the University of Texas.*

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Parent A

My mother always emphasized the value of education, and no matter how scarce money was in our house, she tried to find us good schools. From the 1st grade to the 6th grade, I went to a private school for the Chinese community. Besides classes in English and Spanish, we had classes in Chinese twice a week, and every morning, we sang the Ecuadorian national anthem, facing that flag, then the Chinese national anthem, facing that flag (it was the nationalist one, of course, not the communist one). Of 500 students, about 30 or 40 were not Chinese. I remember the teachers were so disciplined, and their attention was so trained and concentrated on us students, that it seemed personal. There were twenty categories of grade on the report card, and if you received a "red number," then your father had to come to school with you the following Monday and appear before the director. When my father had to go to the school one time, I realized that the school wasn't just calling ***me*** *on the carpet, but* ***us****.*

Of course, when I got to high school, and went to a public school, I learned many more things because it was the Sixties, and we were demonstrating in the streets. The police were beating the students and firing on them, and the economic situation was bad and worsening, so I came to the United States when I was 17. And when I reached New York, I saw the police beating students. But I continued in school, and I think it must have been because of the influence of my mother. Now I'm an architect, and I've passed through the first phase, in which I arrived at this profession by a logical process concluding, "people will always have to live somewhere," and through the second, in which I thought I needed big buildings with which to identify, and now, I can enjoy the interplay of discipline and precision, and creative problem-solving, and real free-wheeling, and art ... when all this comes together, you can produce something beautiful, something that will last.

So I'll tell my sons, it's not just a high-school education that you need, but a college education, and it's not just something nice to have, but a life saver.

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APPENDIX : RESOURCES

ASPIRA

1112 16th St., NW, Suite 340, Washington, D. C. 20036. National network of locally autonomous clubs to provide community of support to Hispanic students. Research reports, technical assistance, training, materials treating parent involvement in education.

California Tomorrow

Fort Mason Center, Building B, San Francisco, CA 94123. Policy research and advocacy; organizes local coalitions; technical assistance and support to local communities and schools in the interests of "fair, working multiracial, multicultural society"; publications (including descriptions of newcomer programs for immigrant children).

Council of Chief State School Officers

379 Hall of the States, 400 North Capitol St., NW, Washington, D. C. 20001. Publication, *Families in Schools*; other initiatives "to achieve equity and high quality education for minorities, women and girls, and for disabled, limited English proficient, and low-income students."

Desegregation Assistance Centers

For each of ten federal regions:

Region I:
The Network,
200 S. Main St.,
Andover, MA 01810
CT, ME, MA, NH, RI, VT

Region II:
Metro Center, NYU,
32 Washington Place,
Room 72
NY, NY 10003
NJ, NY, PR, VI

Region III:
Mid-Atlantic Equity Center,
American U.,
5010 Wisconsin Ave., NW,
Washignton, D.C. 20016
DE, DC, MD, PA, VA, WV

Region IV:
Southern Education Foundation,
135 Auburn Ave.,
Atlanta, GA 30303
AL, FL, GA, KY, MS, SC, TN

Region V:
U. Michigan,
School of Education
PEO-Room 1005
Ann Arbor, MI 48109-1259
IL, IN, MI, MN, OH, WI

Region VI:
Intercultrual Development
Research Association,
5835 Callaghan Rd.,
San Antonio, TX 78228
AR, LA, NM, OK, TX

Region VII:
Kansas State U.,
School of Education,
Bluemont Hall,
Manhattan, KS 66506
IA, KS, MO, NB

Region VIII:
MHD-Contient Regional
Educaitonal Laboratory,
Equity Div.,
12500 E. Iliff, Suite 201,
Aurora, CO 80014
CO, MT, ND, SD, UT, WY

Region IX:
Southwest Regional
Laboratory for Educational
Research and Development,
4665 Lampson Ave.,
Los Alamitos, CA 90720
AZ, CA, NV

Region X:
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Beaverton, OR 97005
AK, HI, ID, OR, WA, Am.
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Hispanic Policy Development Project

250 Park Avenue South, Suite 500A, NY, NY 10003.
Research reports on parent involvement in education; bilingual brochures and other materials for families.

The Home and School Institute, Inc.

Suite 228, 1201 16th St., NW, Washington, D. C. 20036.
Publications and help for parents who want to be involved in their children's educations, home learning materials.

Institute for Responsive Education

605 Commonwealth Ave., Boston, MA 02215.
Reports, guidebooks, and other publications, including the periodical *Equity and Choice*.

Intercultural Development Research Association

5835 Callaghan Road, Suite 350, San Antonio, TX 78228.
Research, evaluation, testing of innovative educational programs; training, technical assistance, policy analysis, program and curriculum development directed to improving educational opportunities for all children. Publications, including newsletter.

The Language Minority Program

Johns Hopkins University, 3505 North Charles St., Baltimore, MD 21218.
Research program to identify, develop and evaluate effective learning programs for disadvantaged minority children, particularly language-minority students.

Mexican American Legal Defense and Education Fund

634 South Spring St. 11th Floor, Los Angeles, CA 90014.
Litigation; Parent Leadership Program to promote Latino parents as leaders and advocates at their children's schools.

Multifunctional Resource Centers, OBEMLA, U.S. Office of Education

Technical assistance and training to education personnel and parents participating (or preparing to participate) in bilingual education programs.

National Black Child Development Institute

1023 15th St., NW, Suite 600, Washington, D. C. 20005.
Tutoring and mentoring programs in North Carolina and Michigan.

National Clearinghouse for Bilingual Education

Center for Applied Linguistics, 1118 22nd St., NW, Washington, DC 20037.

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National Coalition of Advocates for Students

100 Boylston St., Suite 737, Boston, MA 02116.

Nationwide network of child advocacy organizations working for access to public education and its improvement on behalf of children in greatest need. Advocacy, research, policy analysis, publications (including *The New Common School: Making the Vision Work for All Children*).

National Coalition of Title I/Chapter I Parents

National Parent Center, Edmonds School Building, 9th and D Streets, NE, Washington, D.C. 20002.

Represents Chapter I parents at national level; newsletter; conferences; training.

National Committee for Citizens in Education

10840 Little Patuxent Parkway, Suite 301, Columbia, MD 21044.

Research, materials (including bilingual materials), newsletter directed to increasing involvement of parents and citizens in public education; national 800 hotlines (English and Spanish).

National Council of La Raza

810 First St., NE, Suite 300, Washington, D.C. 20002.

Research, advocacy, technical assistance. Project EXCEL—national demonstration project with tutoring and parental education.

National Research and Development Center on Families, Communities, Schools, and Children's Learning

Johns Hopkins University, 3505 North Charles St., Baltimore, MD 21218 (also Boston University, University of Illinois, Wheelock College, Yale University).

Two major research programs, children grades pre-school to 10; adolescents through high school. Other research, evaluations, policy analyses, dissemination of information regarding influence of families, communities, and schools on student motivation, learning, and development. Also aims to improve communications among families, communities, and schools. Newsletter.

National Rural Development Institute

Western Washington University, Miller Hall 359, Bellingham, WA 98225.

Research and publication, including *The National Study Regarding Rural, Suburban, and Urban At Risk Students*.

Parent Training and Information Centers; Technical Assistance to Parents Projects

Operates 60 Parent Training and Information Centers in U. S. and Puerto Rico to help parents advocate for children with disabilities; technical assistance, national network.

Parents as Teachers

National Center, UM-St Louis, 8001 Natural Bridge Rd., St. Louis, MO 63121.

Trains parents in child development and guidance through a parent educator in school system.

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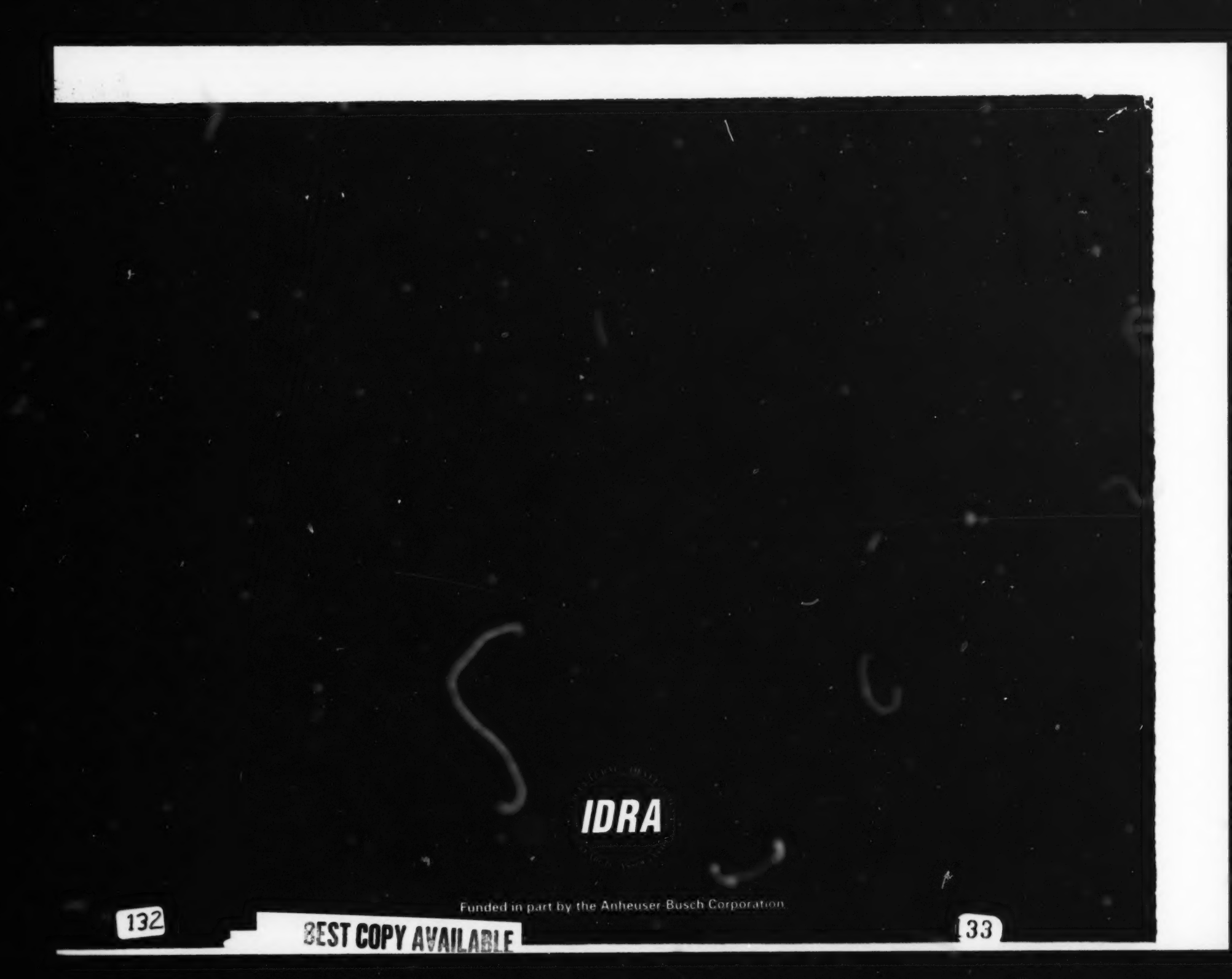

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